

**The Need To Manage A Foreign Language In Order To Generate Economic, Social And  
Cultural Development In Our Country**

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**Thesis to obtain the tittle  
of Professional in *Lenguas Modernas*.**

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**Dedication**

This work is dedicated to our families, who with their support and motivation have been able to give us a chance to continue with the achievement of our goals.

Our mothers, our husbands and children, who motivated us in each moment to continue the process of my studies and to each one of the people that are in any way involved in the motivation to make our dream a reality, and to carry out the present work.

To ourselves, for thinking that every day that passes, is a new opportunity to achieve our objectives, our goals.

To all of you and especially to God a thousand and a thousand thanks.

**Gratitudes**

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## **Glossary**

**Foreing Language:** any language used in a country other than one's own; a language that is studied mostly for cultural insight

**Bilingualism:** It is a complex conception because there is not an exact definition of what bilingualism is refers to; however, it can be defined as the ability to express ideas, both orally and written, not only in the native language, but also in the foreign language.

**Culture:** Like the concept of bilingualism has connotations spacious, but for this occasion, will refer to the definition of cultural relativism, which basically is the product of the training and education of the human being, in which the signs and symbols defines itself. Although in a more general sense it could be taken from their bases etymological and argue that it is everything that a man cultivates leaves as a legacy to other generations. This pair of definitions will be work during the course of the present work.

**Economic Development:** Is the advancement that is given in economic terms. This is determined by many factors, among them, the technology and the society.

**Social Development:** Is strongly linked to economic advancement, generally, the development is also given with regards to the formation and education of the various entities that make up the society.

**Economy:** Deals with the study of the tangible and intangible assets, human capital, material, etc. and their respective administration. The advance is given according to the social behaviors.

**Tongue:** It is a set of symbols which are interpreted using sounds (in this case the voice) or graphics (such as, for example, writing), allow us to interpret a given message.

**Native language:** Is defined as the main language that a person learns in a particular country. This is framed by a background such as culture and social context.

**Language:** Is the ability to communicate by means of codes that can be represented in the form of acoustic or graphical form.

**Multilingual:** Best known for multilingual, refers to the ability to make use of two or more languages at the same time

**Semilingual:** It is concern of the intermediate capacity of speaking a second language.

**Policies:** Commonly it is appertains to politics, but in reality they are standards that are imposed within a particular organization. These standards, expressed in the form of mandates, whether positive or negative, contribute to an entity, more democratic and more organized.

**Technology:** Etymologically, it refers to “the science of roles, or task”. During the research, this definition is closely linked to the practice as such in the use of a foreign language. However, reference is made also to the new technologies of information and telecommunications to make emphasis on the need to accustom to build a society more bilingual.

**Abstract**

There is a concern about the economic situation of our country, the low rates of employment and the need for a comprehensive education that is based on the development of thought and the pursuit of knowledge in the community. Given these concerns, this thesis proposes to show the impact that brings a foreign language as a factor that can be a catalyst and promoter of economic, social, cultural development. However, this conception a little complex, are rooted variety of contexts-cultural, social, and economic, to be able to finally answer the question based on the need and the impact that leads managing a second language in these aspects.

As technology and the economy going forward, the need to learn another language becomes vital; therefore, it can be argued that it is a matter of lack of resources, such as the time and financial investment, the reasons for which the user will be able to decide about the necessity of learning a second language or not.

**Key words:** Foreign Language, bilingualism, political, economic and social development.

## **Introduction**

English as Foreign Language is taught to people whose main language is not English and who live in a country where English is not the official or main language in which is our main topic, while Bilingualism is the ability to handle two languages allows the world from a stage of globalization. The new technologies facilitate social interaction and, therefore, the effective execution of transactions economic and financial as a strong base for the capitalist society. It is important to highlight the importance of the gestation of jobs, the generation of new knowledge, which, through a universal language, we can ensure a promising future for the advancement of science.

However, in a country like Colombia, the lack of which lies not in the lack of resources and capital, but the lack of traditions and roots that characterize us, it is not clear that a political model can be applied as such in our society, much less the policies that come as an added to the foreign countries. This model is inserted in the manner in which we educate, it is then imperative to ask ourselves if it is really beneficial to talk about a language (as part of a culture alien to us, or if he really is our “downfall.”

It is time to respond to all these concerns, because it is not enough just to criticize the educational policies that promote the acquisition of a Foreign language. It is important also to take action, working on research that may shed light on the true importance of a foreign language in the economic and cultural development, solving also the problem of context, as are the thematic and educational policies.

The first part of the thesis will be focused on the approach to the problem, its justification, and its main objectives. In the second half, we will response wing's need to handle a foreign

language, by theory sections that are contextualized and finally a conclusion that the reader himself will be able to deduct according to their points of view.

### **Problem Of Investigation**

#### **Statement of the problem**

It is clear that a English as a Foreign Language is an advantage that is presented in an economy that depends on the globalization and that, therefore, develops with the passing of the months. In a society where a foreign language is essential, you can also make various changes in the cultural habits, in economic progress and in the population specified.

The Colombian government has sought to take advantage of the economic opportunities and the development of technology from the more developed countries. Perhaps, the aspect that most benefits of these conveniences is the management of English as a second language.. However, it is important to distinguish the programs that the administration provides to the country in relation to this part of our culture and to identify the impact generated by these strategies in the areas previously mentioned.

#### **Formulation Of The Problem**

Are the students of grade eleventh in a position to learn English as a Foreign language and in a position to know about the programs offered by the National Government in favor of the development of our country?

This project aims to investigate the opinions that have the students of grade eleventh of different institutions on a private level and on the project in general, in addition to find out what is the attitude regarding the importance and the learning of English during their academic process and for personal contribution and with the country.

## **Justification**

This has as a fundamental contribution to identify the need and the potential impact of English as foreign language on the customs, economy and Colombian society. Likewise, to articulate the various programs that the presidency provides to the citizens, so that they can be aware of the same. The contribution of this thesis to the community, lies in the utility that it has, in few words, it will serve as a navigation chart to clarify the need for English as a foreign language. In this way, the present research allowed us to continue with the investigation of appropriate programs in Colombia as a reference around the impact of English as foreign language on every aspect of our society.

In this era of globalization, in our country it is necessary to develop the individual capacity of each person in order to handle at least one foreign language. Because of this the PNB 2004-2019 implements standards of communicative competence in the English language, according to MCE. And the creation of some of the government programs cited during the development of this work; this contributes to strengthening the competitiveness, including the use of new technologies to the learning of a foreign language. English is essential in the communication and global interaction in order to understand other contexts and open borders, which leads to improve your quality of life, and to be competent persons for Colombia and for the world.

## **Objectives**

### **General Objective**

Recognize the impact that brought by English as a foreign language in the economic, cultural and social development in Colombia.

### **Specific Objectives**

- Describe the importance of English as a foreign language in the economic, cultural and social development and its effects currently.
- Learn about the programs offered by the government in relation to English as a foreign language of common use in the Colombian population, as a tool to access the learning and subsequent management of a second language.

## **Theoretical Framework**

### **English as a foreign language: overview**

Strengthen the domain of a foreign language is essential for any society interested in becoming part of global dynamics of the social, cultural and economic, among other aspects. The improvement of the levels of communicative competence in the English language, a society or a particular population, necessarily lead to the emergence of opportunities for its citizens, the recognition of other cultures and to individual growth and collective, increasing the possibilities of social mobility and conditions more equitable for the development.

The recognition of the importance of a foreign language, in this particular case English, led the Ministry of National Education to implement the National Program of Bilingualism as a strategy for the improvement of the quality of the teaching of English in Colombia and for the promotion of the competitiveness of our citizens.

The main objective of the National Program of Bilingualism is to have citizens able to communicate in English with standards comparable internationally, which inserted the country into the processes of universal communication, the global economy and cultural openness. With this purpose, the Program has been consolidating strategies such as: the definition of standards of competence in English; the assessment of competences in students, teachers and graduates of the undergraduate programs and language programs; the offer of programs of improvement for the training of teachers, both language and methodology of teaching English; and the linking of new technologies and means for the teaching and learning of the language.



### **English as a foreign language: a strategy for competitiveness**

Article 21 of the General Law of Education (Law 115 of 1994) provides that educational institutions must offer their students the learning of a foreign language from the basic level. Accordingly, to the Ministry of National Education defines in the decade of the nineties the curriculum guidelines to guide the teaching and learning process of the students in the basic and medium education. However, the majority of the students still continues to have a low level of English (<A1-A1: basic), which is derived from the low communicative competence in a foreign language of the majority of teachers in the area (A1 - A2: basic).

At the end of 2004, the Ministry of Education has filled the need for a common frame of reference for learning, teaching and assessment of languages, to adopt the Common European Framework of Reference-CEFR by the strength of their proposal and their applicability to the educational sector. From that frame of reference, were established in the first place, the goals of language level for the different populations, and then formulated the standards for English proficiency in the basic and medium education, which were published in December 2006.

The National Programme of Bilingualism has established clear lines which facilitate the identification of the training needs of the teachers, the formulation of training plans that are consistent with these needs, and in general, the close monitoring of the processes of teaching and learning of English in the country.

### **International cooperation and other activities**

The program has benefited from the international cooperation offered by the governments of England and of the united States. The Uk government has advised the program through the British Council-Colombia, official entity in charge of carrying out its cultural relations and

education in Colombia. For its part, the u.s. government contributed human and financial resources for the realization of Regional Workshops for English-targeted to area teachers and students in their final year of undergraduate Degrees in Languages.

### **Higher education**

In terms of higher education, The Bilingual Programme seeks to foster and promote the improvement of the teaching of English as a foreign language in the institutions of higher education. In 2007, it defined a system of evaluation solid and consistent through the tests ECAES, whose component of English measures the level of competence in the language of the future professionals of the country, according to the levels of the Common Frame of Reference

The Ministry seeks to create a network of integration and collaboration between higher education institutions, to strengthen their bachelor's degree programs in languages.

Finally, The Ministry of National Education (MEN, 2006) defines a foreign language as that which is not spoken in the immediate environment and local area, because the social conditions of day-to-day do not require a permanent use for the communication.

Colombiaaprende.edu.co. (2016). Ingles como lengua extranjera: estrategia para la competitividad - Productos del portal. [online] Available at: <http://www.colombiaaprende.edu.co/html/productos/1685/w3-article-312132.html> [Accessed 7 Apr. 2016].

### **The need to handle a foreign language as English**

The three main reasons for the need to achieve a level of English that allows for negotiation with all its nuances and the expression of the values of the company are, according to Tsedal Neely, a professor in Harvard Business School:

1. The competitive pressure that forces it to communicate with a broad set of actors to make the business work.
2. The ability to communicate effectively in English can make the difference between winning business opportunities or lose them.
3. Due to globalization, the bilinguismo is a priority at the time of closing or not an agreement.

The training should be able to equip the students with the necessary tools to address real-life situations from the perspective of everyday life and to address the topic of negotiation, presentation of companies and products, etc., in function of the needs of the future world of work.

Noticias Universia España. (2016). El inglés en el mundo de los negocios. [online] Available at: <http://noticias.universia.es/en-portada/noticia/2012/10/24/976749/ingles-mundo-negocios.html> [Accessed 8 Apr. 2016].

But, The colombians conceive the English language as a tool to improve its economy?

### **The English and the culture**

It's facilitates the opening of relations of any kind with foreigners and to give an image of development to foreign countries.

### **English and Tourism**

Having a broad management, English facilitates communication between tourists, thus creating a good image of the Colombian tourists

### **English in the Academic sector**

The English must be one of the components most important for education, since they are facing a world of globalization, for this reason it is important to promote the depth on this subject in the schools.

Professionalism Within a country and with the air of globalization and free-trade treaties with various foreign countries, it is necessary to have future professionals trained to engage in relationships of commercial and thus to improve the Colombian economy.

### **The English in the economic sector**

Within a country like Colombia that is making a substantial economic growth is crucial to create ties and treaties with developed Countries like USA and that is why it is necessary to have human resources able to handle a conversation about a business and this way to ensure the growth of Colombia in the economy world.

prezi.com. (2016). INGLES, BASE PARA LA ECONOMIA COLOMBIANA. [online]  
 Available at: <https://prezi.com/9ml3k8ksvr79/ingles-base-para-la-economia-colombiana/>  
 [Accessed 7 Apr. 2016].

### **Why handle English as a foreign language in life?**

Other simple Reasons to study and learn English as a foreign Language:

- It is essential to work
- It is the universal language
- it will open to new cultures
- You will travel without problems
- It is the most popular language to learn
- To improve yourself
- Art and literature English-speaking
- Eliminates weaknesses
- Enjoy a well-deserved vacation

### **The reasons for studying English are many and varied**

#### **1. Why study English: to work**

Perhaps the fundamental reason for why studying English is so important is because English is essential to find a job. The English will give us access to a better education and so much to the possibility of a better job. Our career opportunities are multiplied in the master language. Both in government areas as well as in multinational companies, regardless of your field of

work, the English will give you always advantages to ascend or access another job, helping you to improve your current work situation.

## **2. Why study English: education and information**

Another important reason to learn English is that we will be able to access a better education, not limited to universities or training centers of our own country. In addition we give you access to information more current and complete, we will get to know the latest developments and we will be able to access the majority of scientific texts, academic and technical, written in English. According to a study more than 56% of Internet sites are edited in English. In second place is the German with 8%.

## **3. Why study English: holiday**

Studying English is the best excuse for a holiday was fantastic. A journey of a language abroad is the best way to learn English, to get to know a new culture and interesting people, visiting amazing places, and enjoy in general of an unforgettable holiday.

## **4. Why study English: other cultures**

Studying English is important because it will show other cultures, lifestyles and different ways of thinking. You'll be able to meet new and interesting people and understand their customs. It will give you this opportunity to see yourself with other eyes, and perhaps discover aspects of yourself or your culture that you had not thought before.

## **5. Why study English: travel**

To speak English will allow you to travel around the world and give you to understand. You'll be able to enjoy your trip fully since English is spoken in the five continents, and will avoid

stressful situations caused by the language barrier. In addition to being the language of franco in almost all over the planet, English is the official language of many countries, such as England, Ireland, Usa, Canada, Malta, Australia, New Zealand, as well as some countries in the Caribbean, Asia and Africa. Imagine all the possibilities!

## **6. Why study English: the most popular language to learn**

Did you know that Spanish is the second most spoken language in the world by number of native speakers, after chinese and above English? Then why do you study English if you already know Spanish? English is the language most learned as a second language. Although the number of native speakers of English are between 300 and 400 million, the number of people who learn it as a second language is the same, outpacing the rest of the languages. In addition to knowing English will help us to better understand our culture and our language, because there are not a few anglicisms that populate our daily lives.

## **7. Why study English: personal improvement**

Learning English is easier than you think, and the pride you will feel when what you've done is indescribable. Remember that making the road by walking, and once you overcome the first step (deciding you want to learn English), and the rest followed. As you will increase your knowledge and vocabulary; every time you notice that you understand better, your confidence in yourself will also grow. You will lose all the fears and you soltarás to speak in English without thinking about it. Get over yourself yourself learning English!

## **8. Why learn English: art and literature**

Knowing English you'll be able to enjoy the british humor, literature, film and theater, anglo-saxon, and of the culture in English in general. With the English you'll be able to better appreciate the puns, the jokes, the metaphors, and all the nuances that are lost in the translations. You'll be able to see movies in original version, understand the lyrics of the songs English-speaking or appreciate the stories and entanglements of your favorite game. When your level is higher, you can even dare with the work of Shakespeare. Do you accept the challenge?

## **9. Why study English: other skills**

To know English means being able to express themselves fluently and smoothly, exposing our ideas with order and clarity before an audience of native. That also means to understand and assimilate the ideas and answers provided by other people, the radio, the television, as well as the texts that we read. According to scientific research, to study English or learn a language in general produces certain stimuli in the brain that help us to improve our skills in other areas such as the creative, the resolution of problems, the reasoning or mental ability. If you demonstrate your language skills assumes a havoc for you, English learner, and eliminates this problem. Because studying English you will avoid having to exaggerate in your resume and the shame of having to admit your weakness, that you do not know the language that all dan of course.

## **10. Why study English: because it is the universal language**

English is the language of international communication, trade and finance. English is a lingua franca in many corners of the planet and the official language of many International Organizations like the European Union, the United Nations or Unesco. This is due to historical



and political reasons, due to the significance of the British Empire in the past, when he extended his tongue for all the continents, and the importance and current strength of the united States. By all this we can say that it is the universal language, which will help you communicate without barriers.

Prezi.com. (2016). INGLES, BASE PARA LA ECONOMIA COLOMBIANA. [online] Available at: <https://prezi.com/9ml3k8ksvr79/ingles-base-para-la-economia-colombiana/> [Accessed 7 Apr. 2016].

### **Social Aspect**

According to the article cited by David Crystal (1997), highlights the need for emerging in the management of a foreign language, as important tool to deal with a world that requires an easy interaction and opportunities. "You may be strongly motivated to learn it, because you know it will put" you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort." According to this paragraph, there is the motivation to learn a foreign language due to the influence of the media and the environment. English as a global language, in commercial contexts, political, economic, etc., requires that urge to learn it and be involved in these contexts.

Crystal, D. (1997) English\_As\_A\_Global\_Language\_-\_David\_Crystal.pdf. Consult 10<sup>th</sup>, march 2016, from [http://www.culturaldiplomacy.org/academy/pdf/research/books/nation\\_branding/English\\_As\\_A\\_Global\\_Language\\_-\\_David\\_Crystal.pdf](http://www.culturaldiplomacy.org/academy/pdf/research/books/nation_branding/English_As_A_Global_Language_-_David_Crystal.pdf)

“Secondly, a language can be made a priority in a country’s foreign-language teaching, even though this language has no official status. It becomes the language which children are most likely to be taught when they arrive in school, and the one most available to adults who – for

whatever reason – never learned it, or learned it badly, in their early educational years. Russian, for example, held privileged status for many years among the countries of the former Soviet Union. Mandarin Chinese continues to play an important role in South-east Asia. English is now the language most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. In 1996, for example, English replaced French as the chief foreign language in schools in Algeria (a former French colony) (Page 4)”.

The geographical expansion of the English, allows for this to be a language leader, even “status or special role”, this means that even though it is not a native language in various countries, its influence extends to displace the native languages and their teaching is applied from early childhood.

Tiempo, C. (2016). El bilingüismo y su relación con la economía. [online] Portafolio.co. Available at: <http://www.portafolio.co/especiales/bilingueismo-colombia-2015/el-bilingueismo-y-su-relacion-la-economia> [Accessed 7 Apr. 2016].

### **Economic Aspect**

In short, the economic advancement of a country is strongly linked with learning and the management of English as a foreign language. This language should be a priority issue for any country that wants to develop commercially. Because of this, Colombia has been developing strategic programs to strengthen the use of a second or foreign language. All of this is going towards an important aspect as International Trade.

The majority of countries that have products important for the development of its economy negotiate in English, this confirmed by the BBC.

It is also recognized that the better the level of English in a country, the higher the income of a citizen, and it brings a Plus to the company where the citizen works.

Due to the increase of Exchange and Colombia economic and trade relationship with other countries, they have made our country an appealing destination for international investors, and this requires a level of English with increasingly higher standards.

According to Banerjee and Duflo, (2011), the Human Capital has a direct influence on the progress and development of a country, i.e. in the case include the English as a foreign language as a fundamental pillar of growth and opportunity of improvement of both individual and State revenue, this would be a considerable factor of poverty reduction and improvement in the labor wage growth and opportunity for social interaction with other countries.

"Human capital is one of the cornerstones of the development of a society. Its positive effects can be seen in the reduction of poverty (Banerjee and Duflo, 2011), the increase in wages (Mincer, 1974), social mobility (Bonilla, 2010;) Angle et al., 2012) and higher rates of economic growth (clay, 1991; (Mankiw et ael., 1992). "

"One of the main manifestations of human capital is the managment of a foreign language; in fact, several studies demonstrate the effect associated with the consolidation of a language and the mastery of a foreign language. For example, Helliwel (1999) shows that the hegemony of one language has a positive effect on trade flows. For its part, Ku and Zussman (2010) show that the adoption of a lingua franca reduces trade barriers associated with the difficulty."

Finally, according to Chiswick (2008), Tainer (1988) and McManus et al. (1983) claim that migrants who handle the foreign language, or the country where they come to seek opportunities leading to personal and economic, therefore they are compensated with better wages, in contrast to those who lack this linguistic ability and communicative.

Due to the globalization of the world, knowing a foreign language, in this case the English, became an important part for the people and students, which will serve as a slight advantage over those who do not yet have the opportunity of knowing it or studying it.

According to the latest statistics that he handed the minister of Commerce, Industry and Tourism, Santiago Rojas, one of every ten colombians speak English, a fact that has concerned the colombian government is already taking measures to solve this problem. Since, in addition, confirmed that the 7.2% of the students have the opportunity to access the English, language, basic.

The importance of knowing, at least, two languages is one of the factors that most have in mind the companies at the time of making the choice of a selection process. But even more, have the opportunity to meet, speak, and write a new language, is also a determining factor for having a successful personal and social.

Similarly, it is estimated that those who speak more than one language and are employees of some company, have a 40% increase over his salary in comparison of those who only know English or your language of the country. On the other hand, today, English is a requirement in most of the employment opportunities in organizations of different sectors of the economy of the country. On one hand, the majority of executive positions fluency in oral and written English, becoming one of the major barriers in the recruitment of professionals.

With the passage of time, the importance of learning a second language has gone from being a possibility to become a necessity, especially in Latin american countries such as Colombia, which sought to highlight the global economy.

In many occasions, people who speak a second language become valuable assets of their community, as they can get to cover the requirements that previously needed to be attended to by a foreigner in terms of translation, interpretation and teaching of that community is concerned.

In the business world, the domain of English as a foreign language opens in short the doors for us to communicate with other cultures and be able to conduct business in countries that we had never thought that they were viable markets, to meet the needs of overseas customers in their own language and to compete with multinational companies that are installed in Bogota or any other cities of Colombia.

In Bogotá, the economy is based in industry, commerce and financial services, and it is in these three sectors where you may be losing business opportunities due to lack of staff that can speak a foreign language.

In accordance with the immigration, technology, communications, business, and transport are pulling boundaries, allowing us to be more close to each other, the world will become a place increasingly small, and will increase the opportunities to participate in international trade.

In many cultures, a foreigner who tries to communicate with locals in their own language is taken as a sign of respect and has the potential to have the doors open in the future.

The importance of learning English as a foreign language, and even more, whether in Bogotá or another city of Colombia, will always bring benefits, starting with allowing us to know better the people that are part of our global community.

Anon, (2016). [online] Available at:  
[http://www.banrep.gov.co/docum/Lectura\\_finanzas/pdf/re\\_172\\_0.pdf](http://www.banrep.gov.co/docum/Lectura_finanzas/pdf/re_172_0.pdf) [Accessed 7 Apr. 2016].

Bogotá, D. C., september of 2013 - núm. 172 Editora: Gloria Alonso Másmela ISSN: 01240625

### **Cultural Aspect**

In which the possibilities and the cultural projections of it's sufficient to characterize the dialog of the violence and the resistance of a foreign language within a determined context. Culturally, the language of communities and the towns have in account of a distinctive feature and determinate identity and costumes. The way in which the determine society has configure its linguistic formation that openly manifest its worldview, its values and its principals post in each word, each expression, and each name. The language then stablishes as property, related to the externalization of the idiosyncrasies of the towns that could appear inalienable as it seek to defend without repairing the identity and the costumes. However, our culture has transform in such way that the colonial practice haven't disappeared, event to be legitimate when Aboriginal languages tends to dissolve in the face of the power of linguistic in the massive societies. So, when we relate culture and bilingualism , the way in which Dominguezdoes it, it doesn't fit to point out that the monoligualism isn't a horizontal efficient in our time and rather the recent phenomenon respond to the need of contact and interchange between communities that share costumes and experiences, while it is lined with territories and common elements, like job, religion, laws, etc...

18 DOMINGUEZ, Ramiro, English as a foreign language: Colonization cualtural and educational In Articles: UltimaHora. [in line]. [consult 09 of octubre of 2014]. Available <http://www.ultimahora.com/bilinguismo-colonialismo-cultural-y-eduacion-n344357.html>

## **Reference Mark**

In 2004 the Ministry of national education (MEN) carried out a plan that will extend until 2019, whose main objective is to allow that Colombia can exploit the economic advantages through the use of another language foreign, and according to this same entity, the vision for this year will be the dominance of the English language.

But it seems that this initiative is not new, Sanchez & Obandocite the political Constitution of Colombia, in the law 115 of 1994 (summarizing its contents) the latter declares that you one of the main objectives of the education is to provide access to the English foreign language at least at the level of understanding its written form. However, reference is made to the essential that is to acquire a foreign language. Sanchez the It is defined as "that which is not spoken in the immediate and local environment as the everyday social conditions do not require permanent use for communication".

Many experts consider serious previous argument lack, because in some way the indigenous languages are forgotten, Guerrero says that there are currently sixty indigenous dialects in Colombia, and to put as a priority the English language turns out to be a mistake by those who have the control to change the policies in the teaching of English, since cultural traditions are affected in the most vulnerable populations.

However, it is relevant to talk about what it claims to do the national program of bilingualism (GNP), this, Sanchezsummed up these claims of the program arguing that "seeks to develop English proficiency in" Colombian society in order to place it in the global processes of communication and global economy". As I had mentioned earlier, was created in 2004 and Wells, meanwhile, says that the roots of this proposed, lie in the first project called "Bilingual Bogota" launched in 2001 by the Minister of education in 2008.

In 2006, according to this author, Colombia signs free trade agreement with the United States leaving prior to the English on the agenda, comparing the success that took India over the past years by winning "field" in the negotiations of the world economy. This year the MEN carries out a policy to increase the learning of the English language, according to Sanchez & Obando Government introduces the standards basic foreign language skills: English, which basically are, as their name implies, standards that these language teachers should keep in mind to know the shortcomings that arise during the process of learning.

However, this authors argue that policies are not new and that they have also been applied to countries with different contexts who lives in Colombia, such as Canada and the United States, in order to develop linguistic databases on immigrants and be able to get a job and function in the society in which they were introduced. Here is essential to starting from the history of the teaching of the English in Colombia, which agree to Guerrero began informally after the second world war, then in 1974 became an official practice. Subsequently by Decree, the learning of this language was compulsory in schools from the sixth and eleventh grades and in addition, the Frenchman was also teaching, but for a short period of time. From this point, the universities and institutions of higher education created programs for the teaching of English, later, as he had argued in previous lines, the law 115 of 1994 developed the proposal to make the teaching of English mandatory in the Colombian education.



Table 2.

*Objectives of language proficiency*

**Table 1:** Language proficiency goals of PNB (Ministerio de Educación Nacional, 2006b)

Levels according to the CEFF	Name of level in Colombia	Grade/level in which each proficiency level should be attained	Targeted goals for the educational system by 2019
<b>A1</b>	Beginner	Grades 1 to 3	
<b>A2</b>	Basic	Grades 4 to 7	
<b>B1</b>	Pre-intermediate	Grades 8 to 11	Minimum level for 100% for secondary education graduates
<b>B2</b>	Intermediate	Higher Education	Minimum level for English teachers and graduates from other areas
<b>C1</b>	Pre-advanced		Minimum level for newly graduated English teachers
<b>C2</b>	Advanced		

Adapt to HERAZO et al.

Herazo et al. They argue that the main goal long-term GNP consists of eleventh grade students present a B1 level in this common framework, if necessary, they will have to have certain skills measurable, therefore this horizon will be marked by the following description

“I can understand the main ideas in complex texts on both concrete and abstract topics, including technical discussions in the field of specialization of the same. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers without greater effort in the conversation. I can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a debate giving advantages and specific disadvantages of various options”

In this order of ideas, it can be said that the teaching of foreign language in Colombia is given for the sake of entering the commercial world, take in account that previously, the teaching of English gave way spontaneous, not existed any event that will detonate the "fever" for the learning of English.

Moving a little further, Sanchez said that the level of the students who go to higher education is too low, it presents two pictures, the first shows the number of high school students with their respective levels, and the third box (took data directly of the Sanchez article to display figures such which are) chronologically shows the number of students that manage English as a foreign language by region..

Table 3.

*Qualitative score assigned by the ICFES (Area of Language, Prueba Saber 11) (Number of students)*

**Cuadro 1: Puntaje cualitativo asignado por el ICFES (Área de idiomas, Prueba Saber 11)(Número de estudiantes)**

<i>Nivel</i>	<i>Año</i>			
	2007	2008	2009	2010
No alcanza el nivel principiante	239.073	307.168	290.268	324.684
Principiante	141.598	142.275	179.546	175.386
Básico	30.141	32.463	30.898	36.467
Pre-intermedio	19.245	18.429	23.307	23.585
Supera el nivel pre-intermedio	4.325	5.210	5.472	10.719
<b>Total</b>	<b>434.625</b>	<b>505.545</b>	<b>529.491</b>	<b>570.841</b>

**Fuente:** Cálculos del autor con base en información del ICFES.

Adapt to SÁNCHEZ, Op. cit.

Table 4.

*Number of students that handle English as a foreign language by region (Pruebas Saber 11)*

Cuadro 3: Número de estudiantes bilingües por región (Prueba Saber 11)

<i>Año</i>	<i>Bogotá</i>	<i>Caribe</i>	<i>Andes Occidentales</i>	<i>Andes Orientales</i>	<i>Total</i>
2000	1.839	494	304	87	2.724
2001	1.879	496	279	94	2.748
2002	1.931	527	272	81	2.811
2003	2.064	496	273	79	2.912
2004	2.167	556	238	133	3.094
2005	2.163	659	277	277	3.376
2006	2.295	752	282	286	3.615
2007	2.505	824	449	300	4.078
2008	2.059	946	577	245	3.827
2009	2.057	926	537	299	3.819

*Fuente:* Cálculos del autor con base en información del ICFES.

Adapt to SÁNCHEZ, Op. cit.

It is possible to observe, the goals established by the GNP are not real what you should expect. This author, in turn, holds an interesting theory. According to the figures shown, students must try they obtained a high score on the professors from the Caribbean coast and San Andrés. According to him, this population has had a history, which has contributed to the acquisition of the English language, this also holds the theory of Miranda (2012) in which different historical factors may involve obtaining a second language, in the case of the Caribbean region, was given by the migration of Germans, Dutch, Italian and Jewish.

Barranquilla, according to this author, is the epicenter of the 'English foreign language movement' in which, in 1875 came 375 foreigners, while in 1928 according to the Census of the time, were established already 4.379 people of different regions of the world; This explains the high scores on the test know 11. The arrival of these contributed to the region's economic progress, especially because, as a coastal region, the main port It was used for the import and export of Barranquilla, which is the most important trade route in Colombia since.

In addition to the commercial treaties, this writer puts the emphasis on the creation of different companies, which, thanks to the expertise of foreign staff, created schools with the respective names, such as It is the case of the colegio Jorge Washington (created by Americans in 1952) and the German College in 1902. In 1878 72 foreigners who had helped found the first 211 companies on the coast, provided the 50% of the entire economy at that time.

But everything seems to point to that it is essential that foreigners play an important role in economic development, it is not enough only to that native speakers handle english, later, they will be displayed more data supporting the learning of this language is not as important as many politicians suggest. For now, it is important to ask the following question: why other regions of the country do not get the same results as the central regions of Colombia?

The reason may be obvious, since these parts of the country did not have contact with foreigners (possibly, although it figures not available or reliable sources at the moment). However, we must here clarify something important, Bogotá, Medellín and Cartagena are tourist destinations today, and especially, in contact with the language. So, thanks to television, the Internet, etc. it is possible that these populations have the way to "defend itself" in a bilingual context. So then, Gonzalezargues that promoting bilingualism in English/Spanish, leads only to disintegration of identities and customs in a context Colombian. An error that this author presents, in the program of bilingualism is the exclusion of resources that actually facilitate the learning of the English as foreign language, which are designed in a frame of reference Colombian. In a nutshell, is required that training materials are brought to a real context.

It is not strange to think of this, knowing that Sanchezrevealed the numbers of teachers in Colombia, which, only the 31.46% of the population in 2010 reaches a level B1 or B2. The rest, 25.64% reaches a level A1, and another 30.71% has a level A2.

Mc Dougald exposes that more affluent people, (of stratum 4, 5 and 6) take their children at bilingual schools, travel abroad, etc. It is not surprising, Sanchez also supports the theory, because while the young people and children with a higher life condition tend to be in this type of schools, people of "lower" layers do not have even a background that enables them to defend against education given

Another important aspect to highlight is that in rural areas, even is has Internet access, the conditions and quality of life are precarious, and it is appropriate to clarify, that there are more aspects important so that investors can "lend hand" instead of thinking about expansion. According to Herazo et al.,., access to the Internet is only 19% of the Colombian population

The present authors finally reveal figures that require employment in English foreign language. The data seem daunting, so for example, portals of the SENA, computrabajo.com work and elempleo.com point that rarely vacancies mentioned the additional value of knowing another language. It is essential that carried out further studies about the job offers and its relation to the manage of English as a foreign language today, companies such as Contact Centers are contributing greatly to the increase in GDP (gross domestic product) and contributing to the growth of the Colombian economy. Following the order of ideas, in 2010 these authors claim that it was the year with the highest rate of job vacancies that had to do with this jargon, reaching 2634 (approximately a 1.31% of all offerings that surround the) network). Until August 2011, the figure increased only a 0.20%.

Most of the offerings are located in Bogota and Antioquia during the past five years, however, there has been an increase in cities such as Atlantic, Bolívar and Santander. Así, Herazo et al. They claim that during the in 2007, to 385 ascended the number of job offers in Cauca and in Quindío, in 2010 vacancies amounted to 213.

Table 5.

*Job offers through SENA requiring pro-ciency in English from 2007 to 2011***Table 3:** Job offers through SENA<sup>3</sup> requiring proficiency in English from 2007 to 2011

SENA Office	2007		2008		2009		2010		2011	
	Job offers	With English	Job offers	With English	Job offers	With English	Job offers	With English	Job offers	With English
Amazonas	139	0	121	3	110	2	211	7	110	3
Antioquia	23862	11	17772	9	17733	80	22927	75	15944	66
Atlántico	6416	7	7400	4	7903	9	8348	77	3613	42
Bogotá D.C.	54200	61	43584	55	38150	73	58116	2164	52290	58
Bolívar	3701	0	4852	1	4581	3	6933	18	3005	35
Caldas	4928	0	5465	4	5428	1	5372	2	3807	3
Cauca	2492	358	2315	0	2531	0	3760	0	1571	9
Cundinam.	4675	3	5506	3	7698	16	7671	5	5109	4
Meta	2993	0	4775	3	4065	1	5246	5	3791	4
N. Santander	5455	5	6845	2	6109	16	5858	12	3836	7
Quindío	2563	0	1867	0	1866	4	2481	213	2271	10
Risaralda	6113	6	7548	1	6649	8	7197	5	4761	5
San Andrés	746	27	1259	23	1497	0	1068	0	1141	0
Santander	10616	11	11951	8	13018	2	14506	14	7227	22
Valle	13117	1	11604	9	8332	11	13746	20	11217	8
TOTAL	166998	493	158220	133	154070	234	200351	2634	144742	293

Adapt to HERAZO et al.

While both elempleo.com 61.352 portal offers published, only 228 required staff with bilingual skills. The following table extracted from the article published by Herazo et al. they arise the work offered by the Seine in relation to handle a foreign language since 2007 to the 2011.it seems to be the panoramic view and the future posed by the GNP looks stuck with assertions that these authors suggest, to say Tourism is not an important part of the Colombian economy. During 2007, only 34.6% of Colombians traveled to English speaking countries, being the preferred place United States (worth noting that in) This country the percentage of Latino immigrants has increased the last years).

However, a launched program over the past years, created by the Ministry of economy and social development, seeks to maintain the databases of companies professionals who have expertise in level B1 and higher, as well, encouraging people to participate in the "fever of manage English as a foreing language". This program is called "I-speak" and appears to be a promising future for the PNB. Another important aspect it worth mentioning to purpose of these authors, is the importance that the Government start to create incentives so that policies are met as the MEN raised, thus exposed the following alliances that allow citizens to create that desire to learn this language:

- El he website of the British Embassy, provides scholarships to post-graduate students, professionals who want to skirmish in this country.
- The American center of Colombia.
- *Fullbright Commission*, an organization that provides scholarships for professionals, especially teachers who want to improve their skills in both the English language and in their area of expertise.
- The American embassy, which basically fulfills the same functions as the British embassy.

## **Methodological Framework**

### **Qualitative Investigation**

According, the emphasis that we wish to give into this investigation about the impact of English as a foreign language in the economic, social and cultural development, it was necessary to identify a method that supports the description and the definition of the final result of this thesis. After the need to identify what was the impact on the areas been mentioned, the use of qualitative investigation as a medium to obtain the comprehension of the answers that in medium of our investigation swells to search the information, suitable.

“The qualitative investigation is the one that perceives to describe complex situations in its natural medium, with information preferably qualitative”(http://metodologia02.blogspot.com.co/p/tecnicas-de-la-investigacion.html), Therefore, the result of the investigation and the answers that lies in the process, its describe in a qualitative way, in other words it details the concept on the impact of handle English as a foreign language in the development of our country, without the need to describe amounts or varieties exacts in the results

As researchers, in this project it was essential to focus on individuals who are currently involved with the management of English as a foreign language, such as students of 11th grade, since after such need is important to cover the student basic level English sector, so that through their experiences, experiences or simply tastes and preferences may explain that they display on the importance of learning a foreign language during their academic training in pro to the contribution to the development of the country.

According to the article, qualitative research: design, evaluation of the RIGOROUS methodological challenges found in the Universidad de San Martín de Porres,



(<http://www.scielo.org.pe/pdf/liber/v13n13/a09v13n13.pdf>), writes a key paragraph to our research support "the fundamental task of the researcher is understanding the complex world of the life experience from the point of view of those who experience it, as well as understand their different social constructions on the meaning of the facts and knowledge." Therefore, the best starting point was closer to these people who now began a decisive road to form their future professional and personal and whose minds are already able to recognize the important and relevant learning to acquire success, not only personal but also contribute to the success and to the development of our country.

### **Instrument of investigation-The interview**

According to the meaning of interview: "is an act of oral communication between two or more people (the interviewer and the interviewee or the interviewees) in order to obtain information or a opinion, either to get to know the personality of someone. In this type of oral communication must bear in mind that, although the interviewee responds to the interviewer, the recipient is the public pending interview"it was determined that this was the tool that we be in the collection of information for the viewpoint or opinions through our niche of research experiences, creating direct contact with respondents and designing a suitable questionnaire to the acquisition of information that resolved our research question.

Anon, (2016). [online] Available at:  
[http://www.materialesdelengua.org/EXPERIENCIAS/PRENSA/f\\_entrevista\\_web.pdf](http://www.materialesdelengua.org/EXPERIENCIAS/PRENSA/f_entrevista_web.pdf)  
 [Accessed 7 Apr. 2016].

Was a key step also associate this tool with the proper use of it, so it went to the theory of Flick, 2004, on how to perform the planning of the interview: "to plan for the interview the three following phases can be taken into account: the interview objectives; sampling of people

interviewing (random sampling or interviewing key informants on the treated subject) and the development of the interview. The planning of the interview must conform to the objectives of the interview and these, in turn, must be consistent with the overall objectives of the research. (Flick, 2004)"

From the foregoing we difference the importance of a direct deal with the people who would lead us to the acquisition of information that would cover our research project, resulting in fact that this way there would be complete, determine and show the importance or the impact of the management of a foreign language in the economic, social and cultural development in our country

To be able to investigate the impact that some people perceive about English as a foreign language and if you actually know the National Plan for bilingualism, and other policies that help promote the learning of a language foreign, opted for a qualitative study through instruments such as the interview. The approach is qualitative as it seeks to recognize the dynamics of social phenomena without the intention merely measuring the impact or the behavior of variables in static realities, but rather allow the representation and understanding of current issues in dynamic communities; This horizon is It is determined by the subjective perspective of observation and not intended to be absolute and unambiguous. Thereby, the type of study is rooted mainly descriptive and exploratory.

### **Survey**

The concept of survey covers both a technique of data collection as a procedure suitable for the evaluation of the state of public opinion. In that sense, one may think that the data may come from citizens, audiences, customers, users, consumers, or other specific public, or a particular set of them. Change scenarios, but the actors are the same, although put into play different

interests, strategies and other aspects of cognition. The survey is a valid instrument for its measurement.

Through the survey we obtain data of interest sociological interrogating the members of a group or a population.

In the first place, the surveys are one of the few techniques available for the study of activities, values, beliefs and motives.

### **Descriptive research**

Also known as statistical research, describes the data and this should have an impact on the lives of the people surrounding him. For example, the search for the disease more often affecting the children of a city. The reader of the research will know what to do to prevent this disease, therefore, more people will live a healthy life.

The main objective of the descriptive research is to know why and what is underway; this method is used to collect, organize, summarize, analyze, generalize the results of the observations, also involves the collection and presentation of data to give a clear idea of a particular situation. The advantage that has this study is that the methodology is easy, short time and economic.

In the descriptive study the purpose of the researcher is to describe situations and events. That is, tell and how certain phenomenon manifests. (ZORILLA, 1986)

Zorrilla, Santiago, et to the. (1997). research methodology. Mexico: Mc Graw Hill.

The descriptive method: is one of the most used in research methods, to study any kind of unknown phenomenon, observed in their natural environment, and then describe it as detail as possible. According to Underwood and Saughnessy (1978), descriptive methods can perform

four functions: 1. help identify important phenomena. 2 suggest possible factors to be handled in further experimental studies. 3 suggest possible behaviors that can later be studied through appropriate experiments. 4 be used as an instrument of study when they can not be used the correlative or experimental methods.

Synthesis of "Descriptive research strategy" in Manual de técnica de la investigación educacional of Deobold B. Van Dalen y William J. Meyer

This investigative approach aims at providing an approach to the realities of the people: how the English or foreign languages are perceived in society and culture. This type of cultural approach seeks Discover the various issues surrounding in the economic and cultural development of the country.

The instruments used were mainly interviews and part of the observation made by the researcher. The first is essential to collect data that are not obtained in a systematic way, but in the most cases, works as a method that manages to identify the characteristics of the other person in an empirical way, as in this case our object of study is a person, and as such, has feelings, think itself and generates new ideas that can change the course of the investigation.

Given that the respondents are the people, is left an interview of open-ended questions, and another survey with some closed questions. The latter are of supreme importance, because although its main function is systematizing the opinions of the individuals interviewed, you can have much more precision for provides an answer to the initial question.

Therefore, participants were selected according to the grade level that you are studying currently.

A population of 28 young people of the town of Sibate, Cundinamarca, at an age range between 15 to 18 years.

## **Population**

Taking into account that the research focused on the dynamics of educational of English as a foreign language present in the Colombian education was taken as a frame of reference, the municipality of Sibaté, Cundinamarca, such as the population shown within the context of this work of application of the instrument. The municipality was chosen according to the needs of professional practice of the holder of this investigation, both corresponded to their place of dwelling, work space and projection academic. Now, as the research seeks to understand the level of English in secondary education as a stage of transition prior to the university and to working life, it took only the testimony of students in grade eleventh who were in the final stage of their formation process. In this sense, it also leaked the niche aim with the population belonging to the urban sector at a private level, considering, in principle, that it is in the relations municipal civil that it becomes clear that the investment in education in the interest of English as a foreign language of patent form, and, in addition, that is particularly in the private sector that is the academic effort to focus attention on English education to the purpose of the “independence” held by such institutions and that show their approach to national education policies autonomously. So, the universe population, which comprised all the schools in the urban sector in Sibaté, comprised approximately 6.190 students. From this group we selected only schools of a private level, taking those that offered secondary education vocational. Those colleges were: College Parish of The assumption, Liceo Samper Uribe and Lyceum Psychology of Sibaté. These three institutions correspond to them the following numbers in terms of students prior to their graduation as bachelors scholars, namely, 55, 31 and 28, respectively. As the standard population is 114 students, taking as a technique of sampling the intentionally or opinion, responding to the determinations of the representativeness subjective according to the

judgment of the holder of the research, that is, students with outstanding training and academic achievements, took the testimony of 10 students of the Parish School of The assumption, 9 of the Lyceum Samper Uribe and 9 of the Lyceum Psychology of Sibaté, reaching a sample of 28 students in total, 24% of the vulnerable population of study according to the parameters described above.

**The process of gathering the information was the following:**

Although this collection could not be given in a single day, it was not a requirement to take other two days for the inquiry accomplished with more precision. The first day, we took a population of 10 young of Asuncion High School who collaborated without problem, this young people are open to responding this type of questions. On the second day we were to Liceo Samper Uribe and we collected data of other 9 young between men and women and finally the third day, we selected 9 students of Liceo Psicopedagogico.

All the young responded to the questions without any problem. Something remarkable, is that sex had no influence in the decision-making.

As mentioned previously, of the people interviewed took a sample of 28 people. It was subsequently performed the collection of data in general and there was the systematization of the same in an array.

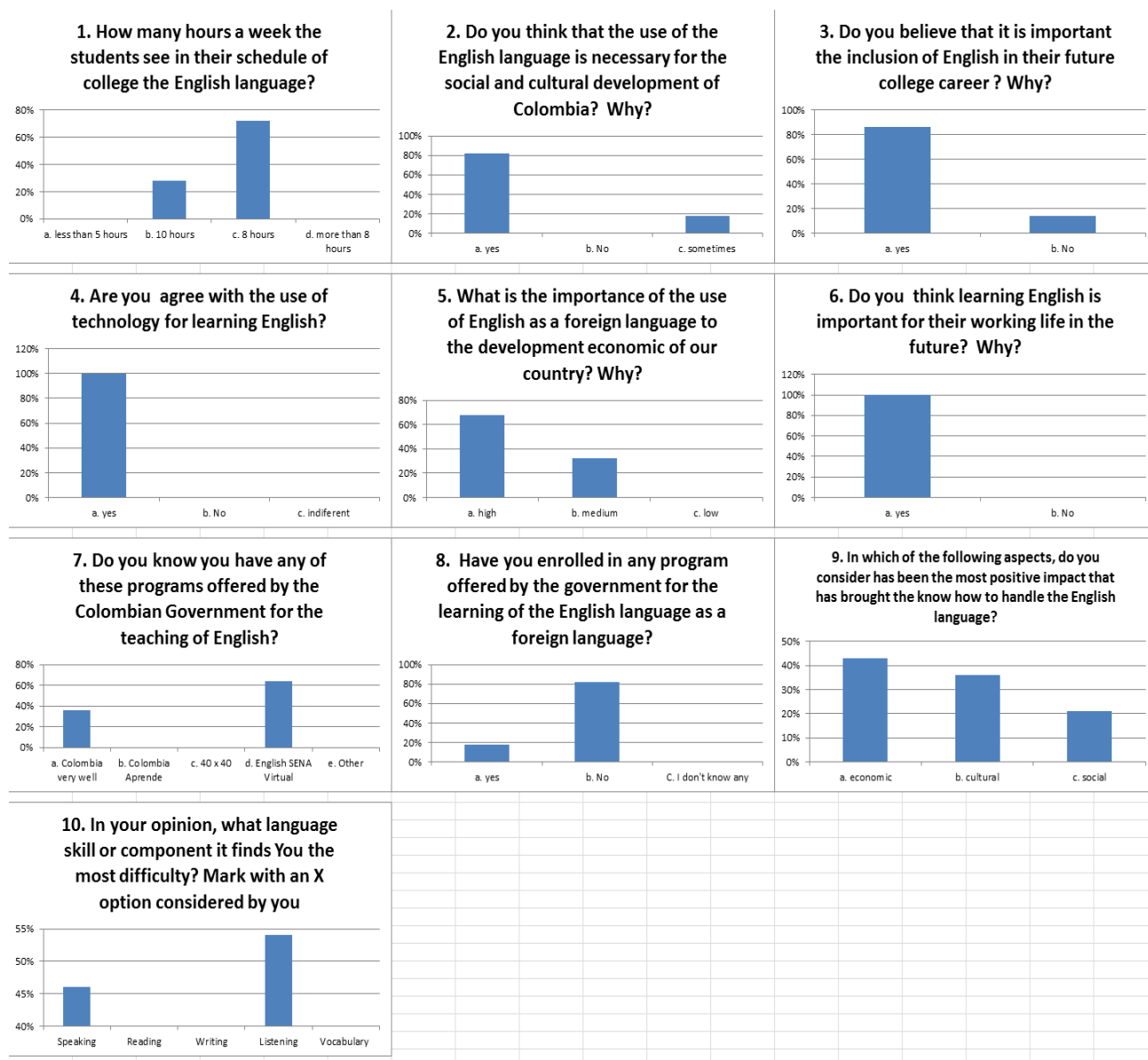
## Data Analysis

	answers interview				
questions	person 1	person 2	person 3	person 4	person 5
1. What do you think about learning a foreign language?	better communication at the international level	better job opportunities	it becomes necessary, as it is creating a new illiteracy if you do not learn	it is important to be able to travel around the world	it is useful for life since now a days everything is a reference in English
2. Why do you think that in Colombian schools teach English as a subject?	it is essential for a professional career	due to its need it becomes mandatory to learn English	to apply to international business	because the government required to improve the colombian education	to motivate young people to engage with the world
3. When learning a foreign language like English, in which area you would like to apply their knowledge of the language to function at work? (examples: hospitality, academia, banks, etc.)	in my academy of dance as a professor in other countries	in international business	as a travel guide	in the international red cross to help the people victims of wars and disasters	as a professor of a university
4. What aspects at a social level, do you believe you can improve if high school graduates in Colombia learn to speak English?	improve education and job opportunities	better jobs and better international relations	would not have so much crime, since young people are motivated more in learning about the world and finding a good job	it would improve the education in Colombia	it would open more doors at a professional level and personal level
5. in which way do you think that learning English affects the economic development in Colombia?	it affects a lot because it is important for the commerce of products towards foreign countries.	positively affects already that will join most of the English-speaking countries	positively affects, because if people know how to speak English, other countries would be interested more in having contact with Colombia	when speaking English, there are better job opportunities and having better jobs, improving the economic situation in the families.	facilitate international relations
6. How does the colombian culture can be affected positively or negatively, if the colombian people learn English as a foreign language?	It benefits the culture, because that would improve our identity as a country	it would improve the civility and the education adopted from another country development.	identity is lost when you adopt the customs of other cultures	the colombian culture is known in other countries and improve it's image as a country that is violent.	it would improve our image as a country and we can show the world that we are a country with good tools of communication
social aspect					
economic aspect					
cultural aspect					

## Survey

1. How many hours a week the students see in their schedule of college the English language? English?		2. Do you think that the use of the English language is necessary for the social and cultural development of Colombia? Why?		3. Do you believe that it is important the inclusion of English in their future college career? Why?		4. Are you agree with the use of technology for learning English?		5. What is the importance of the use of English as a foreign language to the development economic of our country? Why?	
answers	# of students	answers	# of students	answers	# of students	answers	# of students	answers	# of students
a. less than 5 hours		a. yes	82%	a. yes	86%	a. yes	100%	a. high	68%
b. 10 hours	28%	b. No		b. No	14%	b. No		b. medium	32%
c. 8 hours	72%	c. sometimes	18%			c. indiferent		c. low	
d. more than 8 hours									
6. Do you think learning English is important for their working life in the future? Why?		7. Do you know you have any of these programs offered by the Colombian Government for the teaching of English?		8. Have you enrolled in any program offered by the government for the learning of the English language as a foreign language?		9. In which of the following aspects, do you consider has been the most positive impact that has brought the know how to handle the English language?		10. In your opinion, what language skill or component it finds You the most difficulty? Mark with an X option considered by you	
answers	# of students	answers	# of students	answers	# of students	answers	# of students	answers	# of students
a. yes	100%	a. Colombia very well	36%	a. yes	18%	a. economic	43%	Speaking	46%
b. No		b. Colombia Aprende		b. No	82%	b. cultural	36%	Reading	
		c. 40 x 40		c. I don't know any		c. social	21%	Writing	
		d. English SENA Virtual	64%	which?	English SENA Virtual			Listening	54%
		e. Other						Vocabulary	

## Graphics



From the responses obtained from the interviews conducted, we can identify that in the feedback session, agreed on the multiple opinions about their perception of learning a foreign language. What is clearly evident, through the results obtained, it is the importance and the



impact that it generates in them the idea of driving the English as a tool to improve various aspects relevant in our country and for the benefit of their own lives.

- On question number one, "What do you think about learning a foreign language?" found that learning a foreign language, is interpreted as a body to improve communication among developed countries, as a tool that strengthens international relations, keeping the doors open to gain access to these countries. Additionally, we found that these perspectives and opinions coincide with the social approach that exposes the writer David glass, where you can demonstrate socially, learning English looks motivated due to wanting to improve communication with people from other countries. Almost like a fashion, we can declare the fact that currently many people already dominate the language and this suggests at the same time the rest of the people also learn. There have the motivation to learn. The expansion of the language has generated a need to learn English as a foreign language in the people interviewed, in so far as the media and the environment has referenced elements of advertising, trade, technology, music, among others, in the mentioned language.

- To the question: why do you think that in the schools in Colombia teaches English as a subject? The people interviewed adjust their opinion with part of the theory put forth by Crystal, where it highlights the importance of English in foreign countries-developed and applied the teaching of the language as a foreign language primary education in the schools, this being a language leader that promotes interaction with the rest of the world, therefore these countries integrate to their curriculum. Seeing the need that has increased mostly to the social and economic level, due to the rise of opportunities that come economically speaking and the relationship convenient of our country with developed countries like the united States of America and according to studies, the recognition of the importance of these language

skills applied to negotiations, which in turn has enhanced and boosted the economy by both parties, makes the interest of learning a dominant language such as English, dominant in the consciousness of students, day-to-day they are identifying the needs of this country.

- When learning a foreign language such as English, in what area you would like to apply their knowledge of the language to function at work? (examples: hospitality, academia, banks, etc): to be fair the responses of the interviewees, it can be justified that the common interests of such students, based on their professional and personal growth for the future, expressing also a search in the benefit of the three aspects mentioned in the course of this thesis, for example, by encouraging the culture through dance, or as a guide in means of tourism, with the aim of giving to know our wonderful culture, applying also for language skills in international business and in addition in pro of the improvement of the level of education in Colombia and to support them in acts of charity to the victims of armed conflict or natural disasters in countries that need it. Apparently, the motivation according to Crystal arises from viewing the life styles of other people and to meet the needs of the society, an act that is seen as evidenced in the responses of these students.

- Aspects at a social level, you think that may improve if the high school graduates in Colombia learn to speak English?: as agreed in the analysis of question number one, where the theory of Crystal bases the importance of learning a foreign language to apply it to education and to react positively in an environment dominated by expressions of anglo-saxon, the interviewees agree that it would increase international relations with business, academics, and professionals, supporting the language of all these aspects that promote the improvement of our society.

• In which way do you think that learning English affects economic development in Colombia?: as explained by Tsedal Neely, a professor at Harvard Business School, the interviewees agree on the positive impact that brings with it the fact of mastering a foreign language such as English, being the leader in many parts of the world, to force better communication and strengthen bonds of integration for business. Additionally, they credited the mastery of that language as a factor of high priority when it comes to legalizing an economic agreement with English-speaking countries, which in turn would make more feasible the fact of contracting opportunities to grow economically by international business, generating this less unemployment and reducing the poverty level. The benefits according to the acquired data and previous research throw us that there is a great interest on the part of the interviewed students and it is also already recognized that who manages a foreign language, is able to open doors to many and better opportunities to economic level and which in addition is not only improving the economic situation of an entire country, but also generated its own intellectual, personal and professional growth as mentioned in the theory of Neely, making it easier to integrate with the globalization that pervades many factors in our society. There are many authors who were used as references in the development of this research and all are consistent with a positive boost economic situation not only in this country, but for the benefit of many internationally, should be exclusively and in the first instance to an assertive communication which gives home to the negotiations and economic agreements obviously always in search of monetary benefits for each country concerned.

• The Colombian culture can be affected or benefit, if the Colombian people learn English as a foreign language?: thrown results, it was right in theory mentioned by Dominguez, about the advantages and disadvantages of this linguistic proficiency in English as a foreign

language, positively affecting on the way in which it responds to the need for contact and exchange between different cultures , those who are interested in knowing about customs, habits, beliefs, etc. Doing this increase and improve our image as a country possessing different and wonderful styles of life seen in different cultures of our country and according to number of responses of those interviewed would be related to the decrease of an image worldwide as a violent country and with drug trafficking problems. Now, in a negative way is also match with the data obtained and according to Dominguez also says that due to the linguistic power would have the influence of English, can that Aboriginal languages tend to dissolve, since massive companies predominate this language and partly a property of cultural identity would be lost as it is the language.

In this order of ideas, and unifying the results of the interviews, the survey and the theoretical framework, it can be inferred that with regard to the impact that it generates to learn English as a foreign language, there is currently a great need to integrate with the rest of the world, whether by economic interests, social or cultural, all of this leads to better job opportunities for the improvement of the economic situation of the country, reduce the rate of unemployment and poverty in Colombia at a social level, improve the level of education and citizenship, and would expand the area of knowledge from the information acquired in school to the rest of a professional life, creating this awareness in the young people, that their lives would benefit to the extent that use this additional tool in the career you want to study in the future. And on the cultural level, would make it more likely the exchange of information about the determinants of a culture, such as music, literature, art, beliefs, customs, and so on, Because today in day the Latin countries are highly linked to fashion foreign and interested in knowing the diversity of cultures throughout the world.

We cannot leave aside the last point of interest of this thesis, the use of which is relevant at the time of learning English as a foreign language, as having the motivation and the necessity of learning the language, it is important for society to know which tool to use at the time of undertaking this linguistic domain in pro, the personal and social growth, therefore, in the survey discussed the following questions:

- How many hours a week the students see in their schedule of college the English language? English?: what the 72% of respondents indicated that studying for 8 hours regulations in its curriculum, and the other 28% indicated that studying for 10 hours in the week.

- 2. Do you think that the use of the English language is necessary for the social and cultural development of Colombia? Why? The majority, being 82% of the population responded that if it is necessary, coinciding this with the analysis of the interview and that, according to Crystal and Dominguez argue that there is a motivation laced in addition to a need to master English as a foreign language for the purposes of cultural exchange and a great improvement in the habits and education of our country, also be of benefit to a better growth on a personal level, professional, and pro-to a society with better opportunities in various aspects.

- Do you believe that it is important the inclusion of English in their future college career? Why? What the 86% of the surveyed population answered yes, agreeing that the fact of learning English promotes better opportunities at work, independent of the professional area to which you wish to get involved and whose study carried out by the ministry of Commerce, Industry and Tourism, says that for persons who acquire proficiency in English or more

languages, applied to your work area, have an increase of 40% of his salary in comparison to a person who only speaks one language, this being a trait of a competitive that promotes the interest of companies to hire people with knowledge in foreign languages.

- 4. Do you agree with the use of technology for learning English? The technology also plays an important role in the process of learning English, since many people are interested in learning English in virtual mode, it is therefore important for the interaction technology as a learning tool.

- What is the importance of the use of English as a foreign language to the development economic of our country? Why? 68% of respondents recognize that the use of English has a high level of importance in the economic development of our country, which as highlighted earlier and is mentioned in the theory of Neely, with the help of an assertive communication would highly the process of negotiating with foreign countries, providing this economic development.

- Do you think learning English is important for their working life in the future? Why? To 100% of the surveyed population responding “yes”, because we have this plus point, the to know to master a foreign language, it generates people more competitive, which today are a key piece in the development of the processes of a company that requires integration by means of an assertive communication with entities powerful at the international level.

- Do you know you have any of these programs offered by the Colombian Government for the teaching of English? not been included in any program of foreign language offered by the government, because not everyone knows about these programs, and only 18% of students have been enrolled in a program of English as a foreign language, known as English,

SENA virtual, and talking about the same as a good opportunity for the acquisition of and mastery of the English language.

- Have you enrolled in any program offered by the government for the learning of the English language as a foreign language? To the that only 18% of the population responded that if they have made use of the program in English, SENA Virtual, this being one of the most well-known and offered to the students and to be the SENA additionally, a state entity that promotes the professional growth of the colombian, who joined the people in productive activities, contributing thus to the development of social, economic and technological development of the country, as described in its mission statement: “The National Learning Service, SENA, is in charge of carrying out the function that corresponds to the State of investing in the social development and technical support of the colombian workers, offering and executing training comprehensive professional, for the incorporation and development of people in productive activities that contribute to the development of social, economic and technological development of the country”

Anon, (2016). [online] Available at:  
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- In which of the following aspects, do you consider has been the most positive impact that has brought the know-how to handle the English language? 43% of respondents, replied that they handle a foreign language generates a positive impact on the economic development of the country, as has been mentioned in the course of this analysis, this tool promotes the opening of new and better employment opportunities, thus reducing unemployment and in

turn contributing positively to the integration of developed and developing countries in obtaining business, and international agreements. 36% answered that benefits in a positive way to the cultural development, because due to the integration generated with the other countries, there is the possibility of exchanging knowledge, sharing fun aspects such as art, religion, ideologies, etc, And positively affects the social development that 21% of the surveyed students responded to the survey, due to the implementation of a foreign language at the national level, would improve greatly the level of education of colombians, promoting citizenship and in full prepared to face a world overrun by globalization.

- In your opinion, what language skill or component it finds You the most difficulty? Mark with an X option considered by you: are “speaking and listening” the abilities that is more difficult to students. In reference to this question, the students expressed a clear and definite way that the skills that are most difficult for them to develop in the English language are Speaking and Listening, being the second-highest percentage in degree of difficulty due to the lack of training of ear and of course due to the little use of the English language in our environment and everyday life and the speaking in second grade of difficulty due to the lack of practice and interaction with the language.

These concepts and views in the three aspects studied, hit in a big way, with the theories which have been quoted above, shows us clearly that the handling of a foreign language leader at the global level, as is the English, promotes, enriches, encourages and enhances the development of economic, social and cultural development in Colombia, contributing not only to the situation of a country, but also contributing to a personal level, creating people with a better future to the pair of the progress in all aspects.



## **Projections**

The goal is to raise awareness about the need to learn English to be more competitive.

Job competition in a globalized world, is no longer with classmates. Nor with the same countrymen. Today they compete with foreigners who speak five languages, therefore, the growing importance of learning a foreign language.

"Speaking a foreign language is basic, so a person handling only one language is at a great disadvantage in the country has improved on this issue but has not reached expected levels.

And, according to a study conducted in 2013 by the Bank of the Republic, called bilingualism in Colombia, the level of English of students and teachers in the country does not reach the expected by the Ministry of National Education (MEN) and it is regarded as low.

It is logical that the management and good command of English is vital in certain areas such as international trade and therefore economic growth and development. Diversification of the economy is based on communication and negotiation in English. That is, the better is the English of a country, the higher the average income per individual. All this must be taken into account by our students and future graduates because therein lies the importance of getting a better quality of life and appropriate training in industry and workforce.

In the case of Colombia, increased economic relations, he has had with the world and the fact that this area is attractive for multinational companies, make mastering this language will

become an imperative condition and in turn social development and cultural promotion of Colombia to the world.

An example of this is given by the sustainable growth that the country has had in the call center industry, a business that provides nationwide about 180,000 jobs; his main tool is handling this language, allowing commercial opportunities to English-speaking countries.

Some universities in the country already has several international conventions that allows students to study at institutions of countries like the United States. However, most opportunities are lost because students do not have an optimal management of the language.

Currently, 90% of high school students only achieved a basic level and another small percentage is in the middle.

Improving communication skills in English in Colombia is a national policy but still not concrete. But Colombia has grown steadily in.

But the effects of English proficiency are also in academia, as noted by Rafael Santos, rector of the Central University.

According to Santos, this university has several international conventions that allows students to study at institutions of countries like the United States; However, most opportunities are lost because students do not have an optimal management of the language.

The aim is to focus on the use of national government strategies to promote second language. While the outlook of English as a foreign language in Colombia is not positive, the National Government is working on several fronts to improve this situation.

As determined by the National Program of Bilingualism, "the aim is that by 2025 all primary and secondary students are at level B1, to allow them to study in other countries, improve their career aspirations and apply for scholarships abroad".

To achieve this goal, the Ministry of Education takes aim at improving the quality of teachers in the public sector that dictate the language. For example, in the plans that project in Colombia about learning of English as a foreign language programs, seeks to raise one or two levels to these teachers that come with A1 and A2. To this end, an evaluation and certification system will be created to track the progress of each teacher.

Additionally, the Ministry of Education is financing the training of over 360 language teachers in the Centro Colombo Americano to improve their level. Likewise, to strengthen the language among students, 30,000 new classrooms, some equipped with English laboratories will be built.

## **Conclutions**

In terms of impact bilingualism it exerts a significant influence in the social, economic and cultural processes in our present. No wonder the evidence comes in everyday experience of globalization and the world system that interrelates all dimensions of our lives into a string of unavoidable contact with others, subject to our individuality to the need for links to multiple people they can live in a variety of places and with whom we communicate. Whether in academia, in the family or at work, English has become a social requirement to overcome the borders of immediacy and proximity. The labor market demand assertive communication and intersubjectivity are the pillars of the professional profile of every individual, which means that education and training programs at all levels of our lives seeking to encourage learning and practicing a second language .

Culturally English as a foreign language has allowed our societies are enriched by diversity, and that, in fact, we can show other facets of our own qualities to the world, dictated in strengthening the same, the acquisition of identities and search dialog with the different and new that comes from outside and speaks in another language, longing for attention and understanding.

From the social point of view, and perhaps even more determined in the educational environment, English as a foreign language and government campaigns that drive your building, allowed to lower illiteracy rates, the company takes the commitment to educate avatars of our actual life and in turn recognize the need to overcome public issues that can not be perpetuated at the height of our time, such as poverty, violence, etc.

Handle English as a foreign language has the advantage of coordinating two linguistic systems involving some gains, as increased mental flexibility; superiority in the development of

those cognitive functions that make the most relevant to personal and business level in Colombia and the rest of the world people.

The global need to handle English for jobs is increasing. The ability to speak, read and write in two or more languages has great advantages in the labor market that enhance both personal finances and the cultural heritage of a country.

This becomes evident if we look at the constants in the answers that showed the application of the instrument. According to the sample taken, eleventh grade students from different institutions considered that learning English as a foreign language has become in recent years a fundamental requirement for optimum academic, labor accompanied this expectation that opens bilingual education and the impending satisfaction intellectual promises handle two languages with skill and fluency. In this sense, in the employment context, management of English as a foreign language is apparently perceived as a factor of overriding importance, not only for the needs of today, but the range of possibilities that opens when there is a teaching of a foreign language in education. In any case, English for students is synonymous with progress, opening up opportunities and professional growth.

Another important trend has focused on those cultural and political factors involved in the teaching and learning of a second language as a result of the globalization of this educational provision, there are also some variables about the effectiveness of specific programs implemented in educational institutions raise questions about the best grade or age to start bilingual education and how they can depend on the objectives, needs and resources of the community that in certain social ranges may be limited by financial resources other cultural constraints.

Not just enough to create some goals and objectives, it is important to carry them out. It is impossible to say that bilingualism is good or bad, is relative. But we can say that policies are implemented can lead to failure and social and cultural disintegration. It's a matter of waiting. We can think a shred of hope to argue that programs to encourage the learning of a second language will lead to a more tolerant society and creating a more productive economy. Likewise, we must accept that education is the foundation that builds society, and as such, allows the economy to continue to advance, stronger social relationships that are created and cultural events that are respected.

It is also important that this work has been used to carry out further inquiries regarding the impact of Call Centers in the Colombian economy. Similarly outline instructional practices to facilitate learning of the second language.

Some programs offered by the Government of Colombia with respect to teaching of English as a foreign language are: Colombia learns the network of knowledge with English lie foreign language: a strategy for competitiveness, Bilingual Program Colombia, Colombia, very well, virtual SENA English program among others. These programs are important because they provide not only the individual but to a country, a chance to open up to global competitiveness and allow the professional growth of our students. The national government aims to provide the necessary educational institutions to optimize their training in terms of bilingualism refers to quality criteria that favor the establishment of international relations in all areas of the labor market and innovation tools.

English as a foreign language in our country is to be understood as a route and destination, ie, as one of the civilizing vehicles that can promote our social, economic and cultural progress, and, in turn, as the point of arrival, as the horizon we must direct our efforts in order to detach ourselves from dependence and to be at the forefront of this, and show us indeed be competitive.

The requirements of today and tomorrow mean that our voice can be heard, that our ideas and contributions can be significant and plausible, and this need cannot be constrained by language barriers we have identified and before it faces management of English as a foreign language as an overriding public policy formation.

Students in general see it as a great advantage of the help that the government provides to people in Colombia, in terms of programmes of English as a foreign language is concerned. Between them they cite the most known, or at least that they have heard which are Colombia very well, Colombia aprende, 40x40, English SENA virtual. A small percentage of the students responded in our survey that effectively if you have completed one of these programs and agreed on the same program that is English SENA virtual. Although there are few students who has used this tool offered by the Colombian government, in truth exalted its great utility and effectiveness of these programs in the learning and acquisition of English as a foreign language. They also expressed that these tools are real opportunities that you have to take advantage of if you want to achieve a better future and be more competent at work, professional and personal.

**ANNEX****ANNEX 1:****Survey:****SURVEY ABOUT THE NEED AND IMPACT TO HANDLE ENGLISH AS A FOREIGN LANGUAGE**

Good afternoon, we are students of Modern Languages , today we want to invite you to answer the following questions with regard to the learning of the English language, your interests and perspectives about the management of the language as a foreign language we invite you to respond honestly and paused, analyzing each question. Please note that the information provided is collected for academic purposes.

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Read each question carefully, and answer the option that you consider

1. How many hours a week the students see in their schedule of college the English language?  
English?

A. Less than 5 hours

B. 10 hours

C. 8 hours

D. More than 8 hours



2. Do you think that the use of the English language is necessary for the social and cultural development of Colombia?

A. yes

B. No

C. Sometimes

3. Do you believe that it is important the inclusion of English in their future college career ?

A. Yes

B. No

4. Are you agree with the use of technology for learning English?

A. Yes

B. No

C. Indiferent

5. What is the importance of the use of English as a foreign language to the development economic of our country?

A. High

B. Medium

C. Low

6. Up to this point in your school life, Do you understand, a basic conversation in Basic English language?

A. Yes

B. No

C. Maybe

7. Do you think learning English is important for their working life in the future?

A. Yes

B. No

8. Do you know you have any of these programs offered by the Colombian Government for the teaching of English?

a. Colombia very well

b. Colombia Aprende

c. 40 x 40

d. English SENA Virtual

e. Other, which \_\_\_\_\_

9. Have you enrolled in any program offered by the government for the learning of the English language as a foreign language?

A. yes

B. No

C. I don't know any

If your answer is yes, please mention the Program of teaching?

\_\_\_\_\_

10. What skill or component Do you believe that it has developed further along their learning of English in the College? Mark with an X your answer

Listening \_\_\_\_\_ Speaking \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Grammer \_\_\_\_\_  
Vocabulary \_\_\_\_\_

11. In which of the following aspects, do you consider has been the most positive impact that has brought the know how to handle the English language?

a. Economic

b. Cultural

c. Social

12. In your opinion, what language skill or component it finds You the most difficulty? Mark with an X option considered by you

Speaking \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Grammer \_\_\_\_\_ Vocabulary \_\_\_\_\_  
\_\_\_\_\_

Thank you for your kind collaboration! ;)

Thank you for your kindness and availability to answer this short survey, please be advised that the information provided will be treated with confidentiality and is used exclusively for purposes scholars.

## **ANNEX 2:**

### **Interview**

Below are a series of open questions about English as a foreign language in Colombia, please, be as honest as possible.

Their collaboration is important to us.

Name: \_\_\_\_\_ Age: \_\_\_\_\_

1. What do you think about learning a foreign language?

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2. Why do you think that in Colombian schools teach English as a subject?

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3. When learning a foreign language like English, in which area you would like to apply their knowledge of the language to function at work? (examples: hospitality, academia, banks, etc.)

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4. What aspects at a social level, do you believe you can improve if high school graduates in Colombia learn to speak English?

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5. In which way do you think that learning English affects the economic development in Colombia?

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6. How does the colombian culture can be affected positively or negatively, if the colombian people learn English as a foreign language?

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Thanks for your response!

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